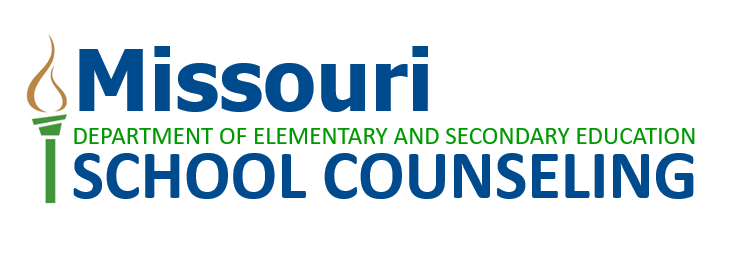
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**2023-2024**

**Gysbers Missouri Comprehensive School Counseling Program Award**

The Gysbers Missouri Comprehensive School Counseling Program Award recognizes Missouri school buildings that have demonstrated the commitment to be fully implemented. This prestigious award is a five-year distinction. Buildings may reapply after five years.

**Due Date**: **September 1st**

Suggested no more than 250 words per section.

Pre-Application (Pre-App Documentation you must have before applying)

* School Board Assurances/Board Policy
* Evaluated by a School Counselor Evaluation Tool

Applications will be scored by a panel of trained reviewers that may be comprised of a counselor educator, MSCA representative, elementary counselor, middle school counselor, and high school counselor. A K-12 counselor can be chosen to serve as one of the school counseling positions. An application must receive a score of 60 (90% or higher) to achieve the designation. Successful applicants will be notified within two weeks after September 1.

This document is to be sent to [DESE.GysbersAwardProposal@dese.mo.gov](mailto:DESE.GysbersAwardProposal@dese.mo.gov) upon completion.

Please follow FERPA guidelines when submitting documents. Attach any other supporting documentation as ONE PDF file to complete your application. An email acknowledging receipt of application will be sent. Multiple links are acceptable.

**Award Recognition will include but not limited to:**

* Website promotion through DESE social media
* Recognition at DESE Administrator’s conference
* Digital Badge for use in email and school website
* Legislator Proclamation

**Application Information:**

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| **First Name** |  |
| **Last Name** |  |
| **Email** |  |
| **Position:** |  |
| **Phone Number** |  |
| **School District** |  |
| **School Building** |  |
| **School Address** |  |
| **Number of students in building** |  |

**Principal’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Superintendent’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The school provided all information above requested. (1point) \_\_\_\_\_\_**

**Section 1: Program Assurances**

* **School Counseling Program Manual** 
  + Brief narrative of how the program manual was developed and revised.
  + For additional information see the [DESE Program Manual](https://dese.mo.gov/sites/default/files/cnsl-missouri-comprehensive-school-counseling-manual-2017_0.pdf)
  + [Program Manual Template](https://dese.mo.gov/sites/default/files/cnsl-programmanual-template.docx)

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School Counseling Program Manual (link):

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| **Overview Element** | **1 Point** | **1 Point** | **Total Points (2)** |
| **Program Manual** | **The school and/or district has a program manual with all sections included from the manual template.** | **Includes a narrative of how the manual was developed and revised.** |  |

**Narrative**:

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**Artifacts**:

* **Program Manual**
* **Narrative**
* **School Counseling Mission Statement** 
  + show linkage to the school/district’s mission statement.
  + is written with students as the primary focus.
  + advocates for equity, access, and success of every student.
  + indicates the long-range results desired for every student.
  + no more than two sentences
  + Narrative about how the above criteria is used to develop the school counseling mission statement and who approved.

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**Mission Statement** (link):

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| **Overview Element** | **1 Point** | **2 Point** | **Total Points (3)** |
| **Mission Statement** | **Mission statement has clear focus and emphasizes equity, access, and success for every student and indicates the long-range results desired for every student.** | **The narrative includes:**   * **How the mission statement was developed and who approved?** * **The statement also shares how equity, access and student success are prioritized in the school counseling program.** |  |

**Narrative**:

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**Artifacts**:

* School Counseling Mission Statement
* Narrative
* **School Counseling Vision Statement**
  + Describes the future where student outcomes are successfully achieved in a globally diverse world.
  + Portrays a rich and textual picture of success for the future.
  + No more than two sentence.
  + Narrative about how above criteria are used to develop vision statement, who was involved and who approved the statement.

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**Vision Statement** (link):

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| **Overview Element** | **1 Point** | **2 Point** | **Total Points (3)** |
| **Vision Statement** | **The vision statement describes the future world where student outcomes are successfully achieved and offers a clear picture of students’ future success.** | **The narrative includes:**   * **Who was involved in the writing of the vision statement the discussions that took place during the writing of the statement (advisory, staff, etc.)** * **Who reviewed and approved the statement?** |  |

**Narrative**:

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**Artifacts**:

* School Counseling Vision Statement
* Narrative
* **Administrator Statement** **on District Letterhead**
  + Describes how the program is supported by giving specific examples of benefits seen from implementation of the program and actions taken by the administrator to support the program.
  + Indicates if the counselor(s) is/are evaluated using a school counselor evaluation instrument (Pre App – Must have documentation to apply).
    - School counselor evaluation instrument (artifact in results-based data project section)
  + Indicates if the counselor(s) is/are fully certified (initial, lifetime or career student services)
  + Included a Principal/Counselor Discussion/Conference Document.

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**Administrator Statement:** PDF or link

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| **Overview Element** | **1 Point** | **1 Point** | **1-3 Points** | **Total Points (5)** |
| **Administrator Statement** | **Included Administrator Letter on letterhead** | * **Included the Principal-Counselor Discussion/Conference Document** * **Evaluated by a school counselor tool (Points given in Results Based Project Section)** | **1 to 3 examples of how the administrator supports the school counseling program** |  |

**Artifacts**:

* Administrator Statement
* Principal/Counselor Discussion/Conference Document

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Link:

* School Counselor Evaluation tool (linked in the results-based data project section)
* **School Board Assurances/Board Policy** (Pre-App – Must have documentation to apply)
  + Addresses the implementation of a comprehensive school counseling program.
  + Emphasizes the full implementation and benefits of a district wide comprehensive school counseling program.

**School Board Assurances/Board Policy** (link):

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| **Overview Element** | **1 Point** | **Total Points (1)** |
| **School Board Assurances/Board Policy** | **Copy or link of school board policy of addressing the implementation of a comprehensive school counseling board policy** |  |

**Artifacts**:

* School Board Policy
* **Building School Counseling Data Goals** *1 goal that includes one of these criteria:*
  + Promote achievement, attendance and/or behavior/discipline.
  + The goal is based on school outcome data that may be revealed through the school data profile, school improvement plan or similar data analysis reports.
  + Addresses achievement, opportunity, or attainment gaps, evident in total school, grade level or subgroup levels (small groups).
  + Are written in SMART format: specific, measurable, attainable, results-oriented, and time-bound ([See SMART Goal Template](https://dese.mo.gov/sites/default/files/cnsl-Gysbers-smartgoals.docx))
  + Provide a narrative explaining how the goal was developed and selected based on building data and criteria in rubric.

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**School Counseling**

**Data Goal** (link):

**Narrative**:

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| **Overview Element** | **1 Point** | **1 Point** | **1 Point** | **Total Points (3)** |
| **Building School Counseling Data Goal** | **Included a goal that promotes achievement, attendance and/or behavior/discipline.** | **Is written in SMART Goal Format?** | **Narrative includes how the goal was selected based upon building data.** |  |

**Artifacts**:

* Building School Counseling ProgramSMART Data Goal
* Narrative

**Section 2: Curriculum**

* **Program Planning Survey**
  + [Provide a blank copy of each program planning survey](https://dese.mo.gov/sites/default/files/MCSCP_planningsurvey.pdf)
  + Copy of planning survey results ***addressing teacher, student, and parent*** (suggested to include all three results) within three years of application.
  + Written narrative explaining each of the survey results (teacher, student, and parent) in detail and how the results are used in the program related to curriculum planning and revision.
  + Additional criteria in rubric, if applicable.

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**Program Planning Survey** (link):

**Results (including teacher, student, and parent)** (link):

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**Narrative**:

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| **Overview Element** | **1 point** | **3 points** | **Total Points (4)** |
| **Program Planning Survey** | **Included a blank copy of the program planning survey.** | **The narrative explains:**   * **How often the survey is given or plans to give?** * **Who responds to the survey?** * **How the results impact the curriculum?** |  |

**Artifacts**:

* Blank copy of program planning survey
* Results of the teacher, student, and parent survey
* Narrative
* **School Counseling Curriculum**
  + Evidence of curriculum scope and sequence for the grade levels represented in the application. Clear representation of all 3 content areas (academic, career, social/emotional) An example can be found under the awards tab on the DESE School Counseling Website.
  + Example of three Lessons connected to the criteria, one from each content area (academic, career, social/emotional)
    - Lessons aligned to Missouri Big Ideas and GLEs
    - Includes a detailed evaluation component in each lesson.
  + Narrative containing:
    - How curriculum scope and sequence chosen or developed for the year using the program planning survey results from teachers, students, and parents as well as other information.
    - How the scope and sequence showcase a broad range of the curriculum
    - Implication of the lessons in the scope and sequence and the process for curriculum revision.
    - Additional criteria in rubric, if applicable.

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**Scope and Sequence** (link):

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**Lessons** (link):

**Narrative**:

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| **Overview Element** | **2 Points** | **1 Point** | **2 points** | **Total Points (5)** |
| **School Counseling Curriculum** | **Includes:**   * **Curriculum Scope and Sequence.** * **three lessons with evaluation component (SE, AD, CD)** | **Narrative explains how lessons are aligned with the Big Ideas and GLEs.** | **Narrative explains how lessons are:**   * **Evaluated** * **How often they are revised?** |  |

**Artifacts**:

* Scope and Sequence of Building School CounselingCurriculum
* Three Lesson**~~s~~** Plans with Evaluation Component (one from each content area- SE, AD, CD)
* Narrative

**Section 3: Individual Student Planning**

* **Individual Career and Academic Plans** \*\*Note grade level specific instructions\*\*
  + *Buildings ONLY K-6*
    - Narrative
      * Explanation of elementary career development activities and how they are implemented. Share examples of at least four career activities.
      * Explanation of transition activities (Grade to Grade andBuilding to Building)
  + *Buildings including 7-12th grade (middle school and K-12 included in this section)*
    - copy of a completed ICAP with the student’s name and parent signature redacted
      * A middle school Building would submit an 8th grade student plan
      * A high school building would submit a 12th grade student plan
      * ICAP should meet all criteria of Senate Bill 638 ([http://www.senate.mo.gov/16info/pdf-bill/tat/SB638.pdf- page 45](http://www.senate.mo.gov/16info/pdf-bill/tat/SB638.pdf-%20page%2045))
    - Narrative
      * Address how school counseling GLEs are embedded, how changes to the ICAP are made and reviewed
      * Explain three or more ways parents are notified related to the ICAP information.
      * Explain level appropriate [transition activities](https://dese.mo.gov/sites/default/files/cnsl-Gysbers-transitionplanexample.docx) in narrative (Selected level – Grade to Grade and Building to Building and/or High School to Postsecondary)
      * Additional criteria in rubric, if applicable.

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**Copy of Redacted ICAP**

(7-12th ONLY; link):

**Narrative**:

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| **Overview Element** | **2 Points** | | **1 Point** | **Total Points (3)** |
| **Individual Career and Academic Plan** | **Elementary** | **Narrative includes:**   * **Two examples of career activities at two different grade levels.** | **Narrative includes transition activities explained (grade to grade or level to level)** |  |
| **Middle/Secondary/K-12** | **Narrative includes:**   * **How assessment results are used in advising high school students?** * **A blank copy of the ICAP** | **Narrative includes transition activities explained (individually or group) and how changes in the ICAP are made?** |  |

**Artifacts**:

* Elementary
  + Narrative
* Middle School
  + Blank copy of ICAP
  + Narrative
* High School/ K-12
  + Blank copy of ICAP
  + Narrative

**Section 4: Responsive Services**

* **Building/District Crisis Plan**
  + Copy of your building/district crisis plan ([MSCA Crisis Manual template](http://moschoolcounselor.org/files/2020/06/MSCA-Crisis-Manual-with-virtual-info.pdf))

Narrative

* + Brief narrative of the implementation and revision process of the crisis plan
  + A detailed explanation of the school counselor’s role
  + In the narrative explain two examples of how the crisis plan is shared with students and parents.
  + Additional criteria in rubric, if applicable.

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**Building Crisis Plan** (link):

**Narrative**:

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| **Overview Element** | **1 Point** | **3 Points** | **Total Points** |
| **Building Crisis Plan** | **Includes a copy of the building/district crisis plan.** | **Narrative includes:**   * **How the crisis plan is evaluated?** * **How the crisis plan is revised?** * **Explain the role of the school counselor in the crisis plan implementation** |  |

**Artifacts**:

* Building/District Crisis Plan
* Narrative
* **School Mental Health**
  + Narrative of meaningful consultation and collaboration with specialized instructional support personnel (SISP) related to mental health issues in the school. Include appropriate staff for your school (principal, nurse, etc. OR school psychologists, school social workers and school based mental health professionals)
  + Referral process for responsive services in the school counseling program.
  + **Provide detailed school mental health plans addressing** ***suicidal ideation/self-harm***
  + Include a resource referral list for your community.
  + Additional criteria in rubric, if applicable.

**School Mental Health Documentation:**

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**School Suicidal Ideation/Self-harm** **Plan** (link):

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**School Resource Referral List:** (link)

**Narrative**:

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| **Overview Element** | **3 Point** | **2 Point** | **2 Points** | **Total Points (7)** |
| **School Mental Health** | **Narrative Includes three strategies school counselors use in delivering responsive services to students.** | **Narrative Includes:**   * **Provided detailed school mental health plans addressing suicidal ideation/self-harm.** * **Included a resource referral list for community.** | **Narrative includes:**   * **How students come to the attention of the school counselor (referral process)?** * **Describes the role of consultation on behalf of students.** |  |

**Artifacts**:

* Narrative
* School Suicidal Ideation/Self-harm Plan
* Resource list
* **Small Groups**

Narrative

* + Address the types of small groups implemented in the school!
  + Explain how the school counselor decides what specific groups are needed.
  + Explain how data is collected and evaluated during the small group and how results are shared with students, teachers, and parents.
  + Explain how students are selected for small groups.
  + Explain how teachers and parents are notified of groups.
  + Additional criteria in rubric, if applicable.

**Narrative**:

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| **Overview Element** | **2 Points** | **1 Point** | **1 Point** | **Total Points (4)** |
| **Small Groups** | **Narrative includes:**   * **The types of groups provided for students this past year.** * **How students are identified and selected for small groups?** | **Narrative includes if there is more than one school counselor, how is it decided who will deliver which group (if only one school counselor, state that in the narrative.** | **Narrative includes how small group effectiveness is determined/evaluated.** |  |

**Artifacts**:

* Narrative

**Section 5: System Support**

* **Advisory Council**
  + A list of the building/district advisory council member stakeholder positions (no names).
  + The agendas and minutes from at least two meetings from the year of application (fall and spring)
  + Narrative including four examples of how the advisory council enhances your comprehensive school counseling program.
  + Additional criteria in rubric, if applicable.

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**Advisory Council** (link):

**Narrative**:

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| **Overview Element** | **1 Point** | **2 Point** | **2 Points** | **Total Points (5)** |
| **Advisory Council** | **List of advisory council member stakeholder positions** | **Included:**   * **Two Agendas** * **Two meetings (fall/spring)** | **Narrative includes 2 examples of how the advisory council enhances the school counseling program** |  |

**Artifacts**:

* Advisory council list of member positions
* Agendas from two advisory council meetings
* Minutes from two advisory council meetings
* Narrative
* **Calendars**
  + Submit annual comprehensive school counseling program calendar from the application year.
  + Two weekly electronic calendars for each school counselor in the building. Calendars should reflect all four-program components, color-coded. One calendar from fall and one from spring.
  + See [example calendars](https://dese.mo.gov/college-career-readiness/school-counseling/system-support)

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**Calendars** (link):

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| **Overview Element** | **1 Point** | **2 Points** | **Total Points (3)** |
| **Calendars** | **Annual calendar provides monthly activities in all four program components.** | **Two weekly calendars (for each counselor) reflecting program components color coded (fall and spring)** |  |

**Artifacts**:

* School annual school counseling calendar
* Two weekly calendars for each counselor (color coded – one fall, one spring)
* **Results-Based Data Project**
  + Program Data:
    - Completed copy of most recent Building IIR accurately completed with summary, charts, and improvement plan(s)
  + Personnel Data:
    - Copy of *blank* School Counselor Evaluation Tool
    - Time Task Analysis for each counselor (one week in fall, one week in spring)

If percentages do not align with [recommended percentages](https://dese.mo.gov/college-career-readiness/school-counseling/school-counseling-index) from the MCSCP Manual, address in your narrative why they do not align and the plans for improvement

* + Results Based Data Project – School Counselor-led interventions for one issue that deals with the school counseling building school counseling data goal (listed in application) related to achievement, attendance or behavior/discipline. These interventions could be implemented in small group or large group.  Results Based Data (as defined in the MCSCP Manual- Process, Perceptual, [Outcome Data](https://dese.mo.gov/sites/default/files/cnsl-missouri-comprehensive-school-counseling-manual-2017_0.pdf)) **should be reported using the following methods:**
* Process Data (Examples: # of small group counseling sessions held or classroom activities conducted and the # of students impacted, # of parent meetings held and the # of parents in attendance, # of students with ICAPS, etc.)
* Perceptual Data (Examples: Pre and Post Assessment from Teachers, Parents and/or Students, Planning Survey Data, Other Survey/Needs Assessment Data, etc.)
* Outcome Data (Examples: Grades, Test Scores, Attendance, Discipline Referrals, Progress Reports, Graduation Rates, and Dropout Rates). The school should provide graphs of progress, results explained further in the narrative.
* Narrative
* Provide a narrative of project and identify why the project was selected and how it connects to the School Building Data Goal(s). Provide further explanation of the process, perceptual and outcomes data in narrative and how those results will be used to improve the program. Explain project using the SIMS Format (Situation with student(s), Interventions implemented, Measurement(s) used, Setting and summary of outcome) or some similar reporting method.
  + Include Time Task Analysis explanation. If percentages do not align with [recommended percentages](https://dese.mo.gov/college-career-readiness/school-counseling/school-counseling-index) from the MCSCP Manual, address why they do not align and the plans for improvement
  + Additional criteria in rubric, if applicable.

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**Building IIR** (link):

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**Blank School Counselor Evaluation Tool** (link):

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**Results-Based Data Project**

**(Process, Perceptual and Outcomes Data with graphs included** (link):

**Narrative**:

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|  | **4 points** | **6 points** | **2 Points** | **Total Points (12)** |
| **Documents:**   * **One blank copy of the school counseling evaluation.** * **Recent building IIR accurately completed with summary charts, and improvement plan(s)** * **Time on Task (Fall and Spring)** | **Narrative includes:**   * **Discussion regarding why the project was selected and what data supports it?** * **Discussion for future implications of this project** * **Includes:**   **Process Data and Perceptual Data Instrument**   * **Description of at least two interventions used.** | **Graphs:**   * **Graph of Perceptual Data (pre/post); bar graph only with both axes clearly labeled.** * **Bar graph of Outcome Data (attendance, achievement, behavior/discipline that clearly shows differences between the beginning of the project and end of the project.** |  |

**Artifacts**:

* Completed Building IIR
* Blank School Counselor Evaluation Tool
* Time on Task (Fall and Spring)
* Results-based data project with graphs (Process, Perceptual and Outcomes Data)
* Narrative

**Counselor to student ratio is 1:250 - 1 Point if your school is 1:250 ratio or lower**

* **Yes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (yes- 1 point)**
* **No**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Evaluator Signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)**

**Total Application Score: \_\_\_\_\_\_\_\_\_\_\_**